

**"Clustered" Competencies for  
EARLY CHILDHOOD SPECIAL EDUCATOR**

**You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.**

*Knowledge and Performance Standards – Foundations:*

- F 1 Knowledge of typical and atypical prenatal through middle childhood growth and development and ability to apply this knowledge to all aspects of early childhood special education practice
- F 2 Knowledge of the biological, genetic, environmental, familial, linguistic, and cultural factors in young children's development and their impact on exceptionalities
- F 3 Knowledge of and ability to perform the key roles of the early childhood special educator within the educational support system
- F 4 Knowledge of the philosophical, ethical, historical, and legal foundations of early intervention and early childhood special education services and programs
- F 5 Knowledge of current state and federal laws, regulations, and procedures governing the referral; identification/evaluation; eligibility determination; development, implementation, and monitoring of early intervention and special education plans; and placement of young children with disabilities

*Knowledge and Performance Standards – Program Development/Consultation/Collaboration:*

- PCC1 Knowledge of and ability to implement models and skills for effective early intervention and early childhood special education consultation and collaboration
- PCC2 Knowledge of family systems theory and ability to implement family centered practice
- PCC3 Ability to develop early intervention and special educational plans that incorporate a variety of data and multiple perspectives on the strengths and needs of the child and that define authentic, observable, measurable, and sequenced short and long term objectives and benchmarks
- PCC4 Knowledge of and ability to incorporate local, state, and community resources and systems of care to support young children and their families
- PCC5 Ability to supports young children's transitions among and across programs and settings
- PCC6 Knowledge of and ability to implement Vermont's learning standards for infants, toddlers, and young children<sup>1</sup>

*Knowledge and Performance Standards – Assessment:*

- A 1 Knowledge of and ability to facilitate the comprehensive special education evaluation process
- A 2 Knowledge of measurement theory and practice
- A 3 Knowledge of and ability to appropriately assess young children's learning and development

*Knowledge and Performance Standards – Disabilities/Interventions:*

- DI 1 Knowledge of the characteristics of the disabilities stipulated in state law, and impacts of these disabilities on young children's learning and development and family functioning
- DI 2 Knowledge of and ability to develop and implement appropriate early childhood curriculum and instruction
- DI 3 Ability to incorporate individualized learning and developmental objectives into an integrated curriculum
- DI 4 Knowledge of and ability to develop and implement appropriate early childhood learning environments
- DI 5 Knowledge of and ability to implement specialized curricula and instructional strategies, and alternative communication modes and assistive technologies, that can enhance development across domains
- DI 6 Knowledge of and ability to support learning and development across environments and within existing environments and to facilitate maintenance and generalization of skills across environments
- DI 7 Ability to integrate specialized therapeutic services into ongoing intervention and educational practice
- DI 8 Knowledge of and ability to incorporate health and safety issues, procedures, and regulations

*Knowledge and Performance Standards – Foundations of Basic Skill Areas:*

- FBS 1 Knowledge of the processes, principles, and dimensions of oral language and literacy development and strategies to promote early literacy
- FBS 2 Knowledge of the systems of language and their relationship to the development of early literacy
- FBS 3 Knowledge of the continuum of development of mathematical thinking, particularly in the areas of mathematical reasoning and quantification
- FBS 4 Typical and atypical social/emotional, psychological, and cognitive development as they relate to behavioral development
- FBS 5 Typical and atypical sensory and motor development, functioning issues associated with various common disabling conditions, and implications for learning, behavior, and demonstration of competence in a variety of tasks
- FBS 6 Typical and atypical communication, cognitive, and motor skill development as they relate to the development of self-help skills in young children

**Additional Requirements:**

Baccalaureate degree with a recommendation for licensure in early childhood special education, or a minimum of 21 credits in early childhood special education

A minimum of a practicum, or the equivalent, in early childhood special education.

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<sup>1</sup>***Vermont's Framework of Standards for Early Development and Learning: Goals for Children Entering Kindergarten. DRAFT. (Standards, Monitoring, and Technical Assistance Subcommittee of the Vermont Early Childhood Work Group, October, 2002)***